

# CHAPTER 1

## NAVY TRAINING

### INTRODUCTION

The primary purpose of the Navy training establishment is to provide the operational forces with trained personnel who can maintain a high degree of fleet readiness. Several offices coordinate with each other to plan for training and to determine the purposes of training within various commands. These offices are the Chief of Naval Operations (CNO), Fleet Commanders in Chief (FLTCINC's), System Commands (SYSCOMS), Chief of Naval Education and Training (CNET), and the Commander, Naval Reserve Forces (COMNAVRESFOR).



About one-third of all people in the Navy are involved in some kind of training at any one time. New technical developments as well as losses of trained personnel through promotion, retirement, discharge, or transfer create a constant need for training. How does the Navy perform such a large and complex training task with changing requirements and a changing

population? How do the Navy's trainers ensure needed standardization and carry out required changes? The answer is that the Navy uses a systems approach to training. One of the purposes of this manual is to acquaint you with the details of the Navy's formal training system and the educational concepts upon which it is based.

## THE NAVY TRAINING SYSTEM

The purpose of any systems approach is to provide a method by which an organization can analyze and apply all the elements that make up the system (fig. 1-1). The purpose of the Navy's training system is to ensure a systematic approach for determining what to train and how best to accomplish that training. To understand the Navy's approach to training, visualize Navy training as a system with three distinct but interrelated elements: preparation to train, delivery of training, and evaluation of training.

The success of the entire system depends upon the effectiveness of the individual elements. An organization must give equal attention and emphasis to each element of the system and to how each element relates to the others. Therefore, the training of Navy trainers must address tasks in all three elements of the system.

### PREPARATION TO TRAIN

Before the Navy can provide training, it must determine training requirements; develop training; and train instructors, curriculum developers, and training managers (fig. 1-2). Therefore, it uses a planning process through which it

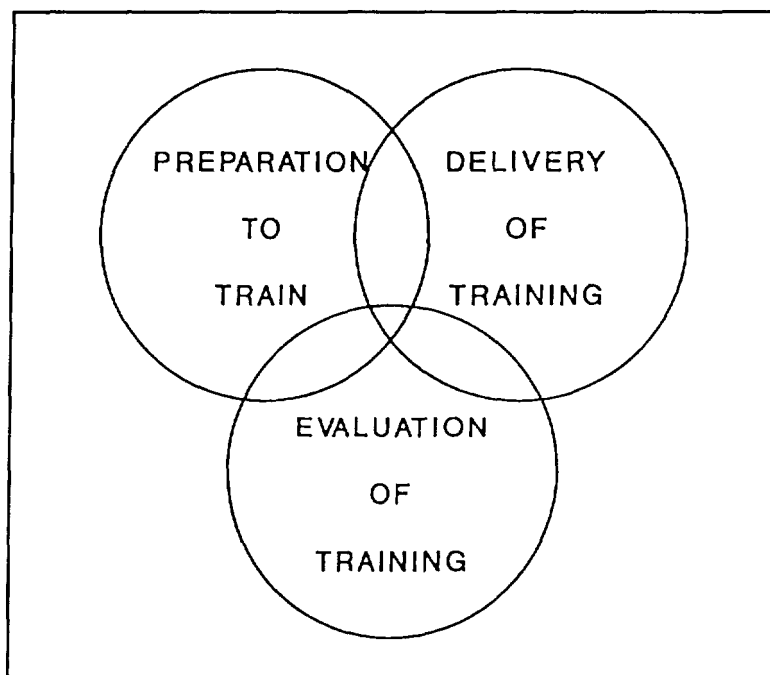


Figure 1-1.-The Navy training system.

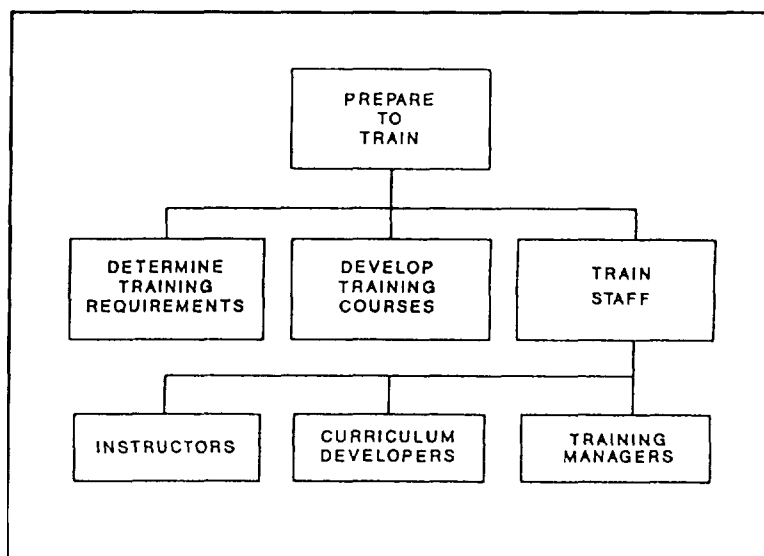


Figure 1-2.-Preparation to train.

determines the formal courses it will offer and the number of students it will train in each course. It then sets standards for course and curriculum development and prescribes the training path(s) appropriate for instructors, curriculum developers, and training managers.

### **Determining Training Requirements**

The Navy determines training requirements from the fleet's need for people with particular job skills. Before providing for formal courses, it checks to see if the "trained" personnel inventory has enough people with those particular skills. If the inventory lacks trained personnel, the Navy then provides formal courses in each skill area unless on-the-job training (OJT) is more cost effective.

The Navy provides most initial skill training and almost all training that awards a Navy Enlisted Classification (NEC) through formal, resident courses. It provides non-NEC skill training courses in both formal and informal settings.

Identification of training requirements is an ongoing process. As skill requirements become obsolete, the Navy changes, revises, or deletes courses; as new skill requirements are identified, it introduces new courses.

### **Developing Training**

Once a training requirement is validated, program managers must determine if the required training is already available. If not available, they must determine if a change or revision to existing training can meet the training requirement or if new curriculum development is required. For new course development, the program manager must decide the type of training needed and direct the development of course materials. The program manager then must ensure that designated personnel receive the required training to develop, conduct, or manage the course.

During the development of training, the designated functional commander and training activity work together to establish the course of instruction and develop the course materials. To establish a course, the functional commander and the training activity must take the following actions:

- Identify the manpower, support, and equipment needed to support the training requirement
- Submit a course description via the functional commander for insertion into the *Catalog of Navy Training Courses (CANTRAC)*
- Assign a course identification number (CIN)

The CIN will be included in the Navy Integrated Training Resources and Administrative System (NITRAS). NITRAS is a Navywide automated information system designed to manage and support the Navy training effort. Managers will be able to track students and training information related to a specific course because of the course unique CIN.

The development of technical course materials also follows a systematic procedure. The goal of the systems approach is to establish uniform training. The systems approach has the following advantages:

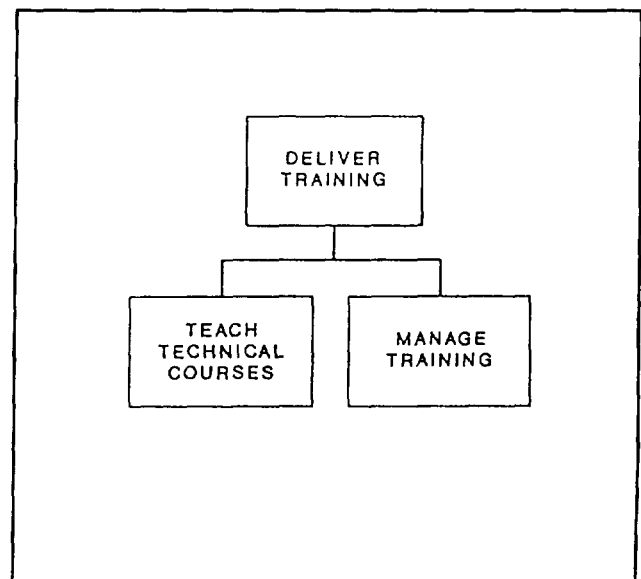
- Prevents or minimizes overtraining and undertraining through the identification of training requirements
- Ensures uniform training for all personnel at all facilities through the use of standard guidelines for materials development
- Ensures up-to-date training through the analysis of training materials and procedures
- Assesses overall effectiveness and identifies deficiencies through the continued feedback of a training evaluation program

### **Training Staff**

All officer and enlisted personnel occupying instructor, training manager, or curriculum developer billets/positions within the Naval Education and Training Command (NAVEDTRACOM) must complete the training path(s) appropriate to their duty assignments. Only through the intensive, recurring training of instructors, training managers, and curriculum developers can the Navy achieve uniform technical training.

### **DELIVERY OF TRAINING**

All of the analysis, course development, and staff training conducted as part of training preparation culminates with the delivery of training (fig. 1-3). The responsibility of the instructors and managers of Navy training courses is to help the student to learn. No matter what the course is, their efforts are aimed at training the student to do a specific job and to apply the principles learned. An important part of this training is giving the students clear and precise directions and explaining the best way to perform the tasks associated with their job.



**Figure 1-3.—Delivery of training.**

### **Training Management**

Management and administration are two important elements of instruction. Establishing instructional management and administrative guidelines helps to prevent difficulties and solve problems that develop in a learning situation.

Management involves several areas of concern. The primary concern is the safety of the students and staff. Another concern is the effective and economical use of instructional material and equipment. Management is concerned with the full use of all educational and

training facilities. Management involves the filling of billets, manning, resource needs, quality-of-life issues, and after-hours routines. As in every other component of the training system, course management is multifaceted. It consists of classroom management and course management.

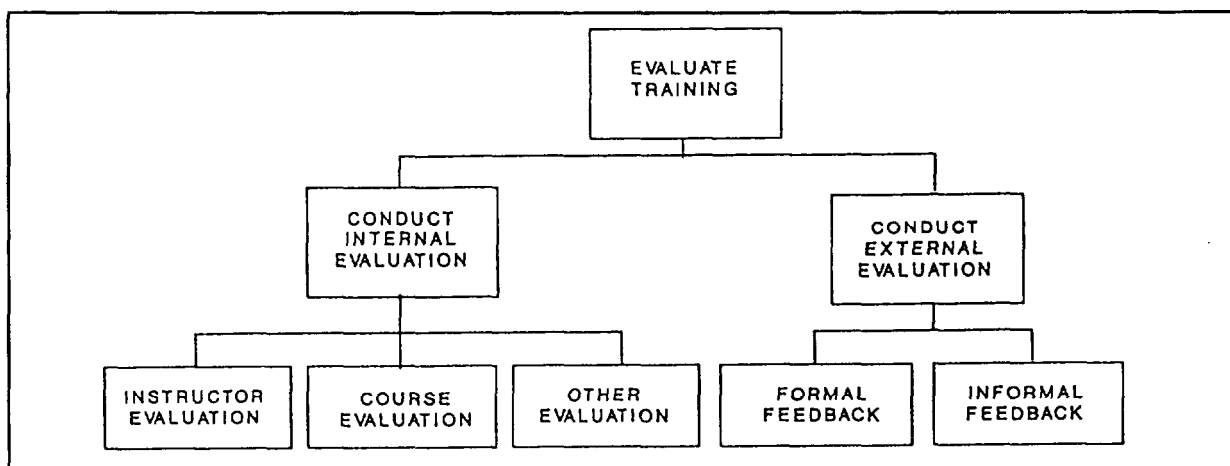
Classroom management is the instructor's responsibility. An instructor must establish a receptive, cooperative working relationship with students, other instructors, and course managers. The instructor should make whatever arrangements are needed to provide favorable learning conditions for all students. The students should be able to hear and see the instructor without being distracted by other activities around them. The instructor must have a safety-conscious attitude and instill in each student safe work habits and an awareness of the hazards of equipment and machinery. The principles and procedures the instructor adopts in classroom management contribute to the success of the instruction.

All instructional operations and procedures are the instructor's administrative responsibility. To make instruction effective, instructors should fully use the time specified for lesson topics. They should report equipment in need of repair and request supplies needed to help them provide effective instruction. They should also make sure the classroom or laboratory is ready for the next class of students or for the instructor's use the following day. That includes all equipment and training materials.

Course management involves management of the instructional materials, the staff, the students, and the physical plant (i.e., building, equipment, furniture). CNET establishes the instructions, manuals, and directives that spell out the duties of the school supervisors, directors, and support personnel in each of these areas; they are amplified by the functional commanders and the local training activity. Instructors should be familiar with the organization and management responsibilities of their training activity.

## EVALUATION OF TRAINING

Evaluation management measures the effectiveness of the Navy's training programs (fig. 1-4). Every member of the command, from the commanding officer to the instructor, shares



**Figure 1-4. Evaluation of training.**

responsibility for the evaluation of training. It is a joint effort that should be used as a tool to improve the training provided. Evaluation is normally divided into internal evaluation and external evaluation.

Internal evaluation involves feedback on the course of instruction on a regularly scheduled basis. This information is used to make improvements to training. Examples include the following:

- Reviews of safety, the course, and attrition or setback percentages
- Testing Programs, including test-item analysis
- Evaluation of instructors in both classroom and laboratory settings
- Critiques of course and instructors by the students

External evaluation involves the gathering of feedback by individuals or groups of individuals outside the course. Although this information is normally not gathered as frequently as the internal feedback data, it is also used to make improvements to the training.

### **SUMMARY**

The Navy training system is extremely complex. It includes the preparation to train, delivery of training, and evaluation of training. Although it requires coordination at all levels of the Navy organization, the most essential, single link in the training chain is the instructor. The instructor is the one who must simplify the learning process for students of varied backgrounds and experiences. The instructor is the one who must present the knowledge and skills required to transform students into proficient and productive members of the operating forces.